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| **As teacher leaders, what do we need to:**  **Know** | **As teacher leaders, what do we need to:**  **Do** |
| High School   * CCSS for math (by course, grade-level, curricular impact) * Intersection of content & practice * The “why” of mathematics * How to explain the “why” to students of varying ability   Middle School   * Fewer standards at each grade level * More time to build conceptual understandings * Different from previous math instruction * 2 separate sets of standards   + 1 set k-12   + 1 set by grade level * What SMPs are   Intermediate   * Connect practice and content * Engage with subject matter * CCSS are an answer to “a mile wide and an inch deep curriculum” * Opportunity for all to meet and learn the same high standards * Varieties of expertise to develop in their students (processes and proficiencies)   Elementary   * The CCSS do not define intervention, teaching methods, of materials * Expectations that begin with the word “understand” are often places to connect to the content * Teachers have autonomy to plan the teaching sequence within a cluster | High School   * Teach a “flexible base” that students can adapt * Prevent reliance on algorithms, spot misconceptions * Model good practices to help other teachers   Middle School   * Build trust amongst grade levels * Delineate coherence between grade levels * Read standards and practices   Intermediate   * Read article * Activity from article (ie: chart) * Construct knowledge * Work on a performance task * Analyze what math/thinking you use   Elementary   * Find intervention materials and interventions * Experience KUD with this document * Connect standards to practices * Provide user friendly CCSS documents for teachers * Relate standards for MP to our program (Arizona) * Sharing the Reason/Jegaw |
| **To help teachers: Understand** | |
| High School   * There are definite connections between good math practices and instruction * Teacher attitude can influence how new changes will be implemented/perceived   Middle School   * Student understanding is the ability to justify where algorithms come/how to apply * Skill/understandings are equally important * Common Core is staying * Practice standards can work together and should be evident (in some way) in every unit   Intermediate   * Why we are moving to the CCSS and why * how the practices and content connect * why the practices are just as important as the content * a student who understands mathematics has a better chance to succeed at a less familiar task   Elementary   * fewer standards are no substitute for focused standards * students begin with conceptual understanding which leads then to the ability to justify * conceptual🡪procedural🡪fluency * students need to be patient problems solvers and teachers need to be “less helpful” | |